**What is the Need/Assessment?**

When delivering a lesson, will the addition of an activity reinforce the comprehension of a concept on a written assignment? As a new faculty member of EMCC, I was relieved at the idea of utilizing the course shell of another faculty member as this streamlined my ability to prepare for the semester. This provided an abundance of advantages. However, one disadvantage became very clear. The idea of activities, specifically in the voice and pedagogy of the previous faculty member would not be mine. Therefore, the idea of increasing retention of concept knowledge; based on an activity became increasingly important to me. I feel that if knowledge transfer is to occur, it must be reflective of the source. Finally, will knowledge transfer be affected if the source is primary or secondary?

**Describe the necessity for this change:**

As stated above, Pedagogy is very important. Most faculty have their “own style” when it comes to active learning. In this case, the fact that the course activity was provided for me meant that the students were going to perform an activity that was proposed without knowledge of their learning styles nor the style of the current instructor. I believe that all students need to DO something to learn and therefore, an activity with heavy engagement and participation were considered.

**Describe what will be (or was) implemented to affect change:**

I inserted a group activity in which the students were hypothetically stuck on a deserted island together. The goal was for the students to determine based upon their responses to provided questions which economic system (Capitalism, Communism, Socialism) they would create. Students in the prior semester were asked to write a 5 paragraph essay in regards to what economic system they would prefer of the three. The prior activity that was paired with this assignment only asked the student to read the text and determine which economic system best suited them. Student’s answers although sometimes technically proficient (per the provided rubric) did not do much to demonstrate an understanding of the economic systems through a written response.

**Interpret, compare and describe the results of the change:**

For the competency writing assignment – Economic Systems; students will work in groups to complete the activity “The Island Game” which reinforces the ability to determine the difference between capitalism, socialism, and communism based upon the benefits described and applied to their lives.

Results from two GBS 151 classes from the prior semester fall/2019 show the following:

Class 1 F19 - 23 students with an average score of 23.95 out of 25 points possible for an average of 95%

Class 2 F19 – 24 students with an average score of 24.58 out of 25 points possible for an average of 98%

Current results from two GBS 151 courses Spring 2020

Class 1 S20 – 16 students with an average score of 24.69 out of 25 points possible for an average of 99%

Class 2 S20 – 25 students with an average score of 24.1 out of 25 points possible for an average score of 96%

In addition, please find two attached Excel spreadsheets that provide a measurement of the data.

**After analyzing the information, what are the next steps?:**

The activity did not rely on nor use the textbook. Therefore, the responses to the questions were solely based on retention of the material. I noticed that the interaction and dialogue between the students allowed them to reflect on what they had read and retained from the chapter reading. In addition, once they determined how each economic system would affect them in this hypothetical situation they were more likely to base their decisions on the development of a society. Based upon the dialogue that was demonstrated by the students, I have decided to add this activity to future classes.

Although there were subtle differences in the average scores between classes from fall 2019 to spring 2020, it would be interesting to see if these small grade improvements will continue in the future.  Based on this assessment, I will continue to create and assess more active learning activities into all of my classes."

**Abstract:**

Knowledge retention and transfer are at the core of what we do. It is evident that all students learn in different ways. However, if students are asked to DO something in the process of learning they will not only retain the information but rather be able to comprehend how it is applied to the real world. In addition, as the students start to report out to the class the instructor can listen to the responses and clarify or demonstrate the material to ensure long term retention success.